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ABSTRACT

The purpose of this curriculum guide is to provide a sequential framework for teaching reading and the language arts in a traditional classroom or in learning-centered or group-centered situations. Teachers are encouraged to draw from an abundance of basic and supplementary materials. The guide outlines language arts skills objectives, activities, and resources for kindergarten through sixth grade according to grade level. Guidelines for junior high grades seven and eight include sections on creative writing and the school newspaper. The high school program description outlines the following: the ninth grade curriculum and desired specific student skills; a modular arrangement for the tenth grade in Shakespeare, speech, the short story, and poetry; and elective minicourses for eleventh and twelfth grades. (JM)

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CURRICULUM GUIDE

READING AND LANGUAGE ARTS, K - 12

GALESBURG-AUGUSTA COMMUNITY SCHOOLS

GALESBURG, MICHIGAN

January, 1975

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We wish to express our appreciation to the other teachers of language arts who cooperated in the development of this guide. We recognize, in fact, hope, that this guide will be regarded as tentative, that it will be subjected to much criticism and revision, and that it may serve as a basis for the development of an effective took in the teaching of language arts at Galesburg-Augusta.

I. Philosophy

This guide is intended as a framework within which each teacher will use his own talents, expertise, instincts, and creativity to develop that learning situation which works best with his students. We wish to avoid the rigidity and stereotyping often associated with the prescription of a given K-12 textbook series or an inflexible guide, but at the same time we are attempting to provide a plausible sequence for the teaching of language arts skills. With these goals in mind, we make the following recommendations.

We recognize that the teaching of language must be changing as society and the language itself changes. While we admit the difficulty and contradiction of research in the field, most experiences, including Galesburg-Augusta's own, seem to indicate the ineffectiveness of basing language study on a system of grammar or linguistics. We agree with those authorities who say that a student learns best to read and write and talk and listen, not by learning to describe the language, but by reading, writing, speaking, and listening.

The problem, then, is how to provide students with sufficient practice in the use of language. Recent experiences in the use of learning centers and small-group interaction suggest that these techniques may be helpful in meeting this problem. These methods have the additional benefit of encouraging individualization in teaching. In this guide, we hope to present curriculum objectives in such a way that they may be used either in a traditional classroom or in a learning-centered or group-centered situation. We hope, thereby, to allow each teacher the freedom to adjust to the needs of his students, providing the spontaniety, flexibility, creativity, and freshness which makes for exciting and successful teaching.

For these same reasons, we would encourage teachers rather than to rely solely on a single language series for the whole range of language arts activities, to draw from the abundance of basic and supplementary materials now available to provide those experiences which will best meet the needs of their students.

Finally, although the guide uses the format, "The student should be able to...", in accordance with state performance objectives, we in no way intend to overlook individual differences in rates of progress. We realize that, at a given grade level, students will be working at a wide range of skills levels. Thus, in recognition of these differences, a teacher at third grade level, for example, may be working with some students at a first or second grade skills level and others at third or fourth. The grade level designations in the guide are used solely as an effort to achieve some continuity in the teaching of language arts skills. It may be that, at a later date, a revision committee will find it desirable to eliminate the grade level distinctions in the guide and substitute another method of indicating skills levels.

II. Reading

The K-3 reading program is aimed at providing a strong foundation in sound-symbol relationships. While we also list the developmental reading skills of understanding, generalizing, vocabulary-growth, and conceptualizing, we want to emphasize the need for other academic disciplines to share in the development of these skills. These are thinking skills and cannot be grasped by the student unless he has mastered the vocabulary and concepts inherent in the particular discipline in which he is working. Teachers in other subject areas should be encouraged to use films, tapes, discussion, simulation, games, and other means to clarify concepts in their academic areas.

We recognize, too, the interrelatedness of reading to other language arts activities. After mastering the basic decoding skills, much of the student's progress in reading will be the result of motivation and use--writing to be read, reading other students' works, reporting on and discussing what has been read.

In addition, we need to keep in mind that not all students will be acquiring reading skills at the same rate, and that this presents an increasing difficulty for the teacher and the student as he progresses through school. We, therefore, stress the necessity of reading materials in all subject areas, representing a wide range of reading ability, to be made available at each grade level in conjunction with authoritative guidance in selection for individual students.

III. Speaking, Listening, and Writing

Composition instruction cannot be restricted to formal exercises. All speaking and writing experiences of children are essentially creative. The daily interaction of the classroom offers a myriad of opportunities for purposeful expression to the resourceful teacher. Describing a field trip, planning for a play, discussing a current event, solving a classroom problem, or sharing a reaction to a story or film--all can involve the student in opportunities to practice speaking and listening skills. With guidance, as the student matures, he learns to handle such situations with increasing sophistication and sensitivity to the power and delights of language.

IV. Usage, Mechanics, and Spelling

There is considerable question as to the value of teaching usage practice out of context. However, the Galesburg-Augusta experience has indicated that increased attention must be given these skills, whether we teach them through drills or through composition, using them as a means of evaluating student writing and speaking. Grade level placement of such skills is arbitrary and their application will be necessarily influenced by the language series in use. Thus such a list will require occasional revision.

V. Literature

Literature study in the elementary grades is an integral part of the reading program and is dependent primarily on selections in the reading texts being used.

At the secondary level and in the junior high school exploratory program the areas under study will vary from time to time in accordance with changes in staff and student interest as we seek to encourage spontaniety and relevance. The increase in library facilities and supplementary materials make it possible for teachers to abandon their dependance on anthologies and individualize their literature offerings as they do their reading programs.

VI. New Developments and Revision

To maintain the relevance of its program and to meet the needs and interests of its students, Galesburg-Augusta must be constantly alert to new developments in the teaching of language arts.

A. One such development, which has had some experimentation at G-A is the humanities course, a combining of the art forms--music, art, literature, philosophy. Although this has long been done informally at elementary levels, it might be expanded at junior high and secondary levels.

B. De-emphasizing grammar in this guide is done tentatively and at the urging of most teachers in the system. However, we should be aware of new developments in the descriptive studies (linguistics) and be ready to adapt them to our program if they seem helpful.

C. This guide should provide for constant revision. Its purpose is to supply us with a working outline only. It is recommended that it be reproduced cheaply in its first form and that the teachers work with it during the first year, jotting down inconsistencies and omissions, fallacies, and suggestions. We recommend that teachers then meet at grade levels (K-3, 4-6, J.H., and S.H.) with their committee representatives and suggest revisions to the guide. We all share in the benefits and the responsibilities of the program; and only by pooling our insights and skills can we develop a workable guide.

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THE KINDERGARTEN STUDENT SHOULD:

I. Listening Skills

A. Be able to adjust to different situations and individuals.

Activities

1. Provide many different learning experiences in a day (variety of activities).
2. Role playing and puppetry.

Resources

1. Duso Kit
2. Workjobs by Mary Baratta Lorton

B. Be able to use and understand many words and ideas correctly.

Activities

1. Ideas through unit study and group experiences.
2. Words through discussions.

Resources

1. Library picture kits and books

C. Be able to show an understanding of stories read by the teacher.

Activities

1. Through storytelling.
2. Show and tell
3. Child-drawn illustrations and discussions.
4. Seat work

D. Be able to carry a sequence of ideas in mind.

Activities

1. Flannelboard picture sequence mixed up. Children put in proper order.
2. Sequence cards used with both groups and individuals.

Resources

1. Flannelboard
2. Sequence pictures
3. Flannel stories

E. Be able to hear likenesses and differences among specific sounds; he can hear like beginning and endings of words; he can tell the difference between two words that sound somewhat alike.

Activities

1. Sound discrimination games especially using rhyming words.
2. Word games - Rachel Brake Listening Series.
3. Listen to record "Peter Please, It's Pancakes." Clap each time child hears "p" sound.

Resources

1. Pictures from picture file.
2. Rachel Brake Listening Series

F. Be able to remember sounds and find words that begin with same sound within a group of spoken words.

Activities

1. Discrimination games
2. Word Games (see 2 above).

G. Be able to associate meanings with spoken words.

Activities

1. Child chooses correct picture for given word.
2. Child chooses correct word for a given picture.

H. Be able to respond to rhythm.

Activities

1. Dramatization to music and marches.
2. Simeon Says
3. Singing games

Resources

1. Records
2. Rhythm instruments

I. Be able to differenticate fact from fiction in stories the teacher reads and in stories he tells himself.

Activities

1. Children make up "pretend stories" to tell and then tell about something that really happened and compare.
2. Picture story about Zip, the dog. After telling the story child decides whether it is real or pretend.

Resources

1. Children
2. Weekly Surprise

J. Be able to form sensory images.

Activities

1. Children draw what they feel or sense to music.

K. Be sensitive to phrasing, inflection and stress.

Activities

1. Teacher re-reads phrases so children can compare.

Resources

1. Favorite stories

L. Show an interest in developing his vocabulary.

Activities

1. Teacher presents "new" or unusual words with meaning and lets children work verbally with it. The children play with it on their tongues and then they make up sentences using it.

Resources

1. The Plump Pig

M. Be aware of emotions and moods.

Activities

1. Role play with puppets and group discussions.
2. Poems (action)
3. Finger plays

Resources

1. Pictures and stories of various moods.
2. How Do I Feel?

N. Be able to perceive relationships expressed and implied.

Activities

1. Acting out stories and descriptive words.

O. Be able to anticipate sequence of ideas and outcomes.

Activities

1. Have child finish the story by telling what comes next.
2. Have child finish the story by drawing ending.
3. Group discussion of possible endings.

P. Be able to evaluate ideas and make judgements.

Activities

1. Group discussion of problem-solving situation.
2. Group or individual discussion of alternative solutions to problems.

Q. Be able to summarize and organize ideas.

Activities

1. Choosing from a group of stories, one to retell or draw a sequence.

R. Be able to follow directions; his auditory memory is developed enough so that he can complete this task without asking for further directions.

Activities

1. Directional games starting with two directions and the adding another sequence.
2. Auditory memory activities. (Rachel Brake

S. Be able to form his own opinion by relating what he hears to his own past experiences.

Activities

1. Individual discussions

T. Show an interest in listening to music and poetry.

Activities

1. Music records
2. Poems at story time.

Resources

1. Poems Children Will Sit Still For
2. Records

U. Listen while others are speaking.

Activities

1. Use of Duso characters for discussion

Resources

1. Duso Kit

II. Speaking Skills

A. Be able to express meaning in acceptable syntax.

Activities

1. Have child explain a game or direction or word meaning to another child.

B. Be able to use correct pronunciation and enunciation most of the time.

Activities

1. Teacher says two phrases or sentences. Have child repeat the correct one.

C. Be free from infantile speech patterns.

Activities

1. Children begin correcting each other and soon a child starts correcting himself in play situations.

D. Be able to use complete sentences most of the time.

Activities

1. Child demonstrates this in explanation of personal incidences and should be encouraged by teacher questions.

E. Be able to use a variety of simple sentences.

Activities

1. Have child explain a word or picture in different sentences using one word the same.

F. Be able to use words accurately and well.

Activities

1. After a picture is made (by paint, chalk, etc.) have child describe.

G. Be able to recognize varied meanings of words.

Activities

1. Flannel board picture story sentences for children to work.
2. Give child one directional word and have him figure out correct thing to do.

H. Be able to express himself clearly and make himself understood.

Activities

1. Show and tell
2. Self-creation explanations (art times)

I. Be able to describe pictures and tell stories about them.

Activities

1. Small group story writing from pictures.
2. Sequence cards.

Resources

1. Use opaque to enlarge picture on board. Later, words can be written on pictures for use.

J. Be able to put a picture story in its proper sequence order.

Activities

1. Individual work with cut up sequence pictures.

Resources

1. Drymounted pictures from old wordbooks.

K. Be able to retell or discuss a story.

Activities

1. Duso Kit activites.
2. Flannel board stories.

L. Be able to relate events in correct sequence.

Activities

1. Drawing pictures and telling about them from a field trip.
2. Have children tell what they did first, etc. each morning until they arrived at school.

M. Be able to carry messages.

Activities

1. Child of the day carries responsibilities of leadership and messages.
2. Children must relay messages of something they must bring to school from home.
3. Rachel Brake activities.

N. Be able to select and organize his ideas.

Activities

1. Time limit set on show and tell or discussion time.

O. Be able to rhyme words and complete nursery rhymes.

Activities

1. Rhyme recitations and dittos from Hayes Pub. Company.
2. Rote learning of nursery rhymes.

P. Be able to speak with effective rhythm and rate of speed.

Activities

1. Recite poems together in time, especially "Bear Hunt".

Q. Be able to contribute to experience charts and group dixcussions.

III. Reading and Writing Skills

A. Be able to hold and control pencil, crayon or chalk properly.

B. Be able to adjust to the size and format of materials.

Activities

1. Free exploration of variety, then one-to-one assistance.

C. Be able to follow a picture story and chart; be able to respond to pictures on a bulletin board or in a story book.

Activities

1. Small group discussion.

D. Be able to follow a line or path across a page from left to right and from top to bottom.

Activities

1. Child follows a drawn pattern with his finger then with his pencil or crayon. Then he makes his own.
2. Seat work, such as, "taking the duck to the pond".

E. Be able to look consistently in a left-to-right directional sequence.

Activities

1. Have child describe picture story in sequence.

F. Know that reading progresses from left to right.

Activities

1. Have child read sounds and be sure he does it from left to right.
2. Read language experience stories together. Teacher uses pointer and follows along as story is read.

G. Know his left and right hands.

Activities

1. Red paper taped to right hand for activity records, such as "Loop-de-Loop," "Hookey Pookey."
2. Hap Palmer's record "Learning Basic Skills Through Music." Use song, "Put Your Hand Up In The Air."
3. Use finger plays, songs, games.
4. Story "Good Day, Which Way?"

H. Be able to tell the proper position of a book.

Activities

1. Children become aware of this during storytime.

I. Be able to associate sounds with printed words and parts of words.

Activities

1. Guessing game with i.t.a. picture dictionary.

J. Be able to recognize his own name.

Activities

1. Child picks his name out of the posted room list.
2. Names listed at sharing time.
3. Name cards used every day for taking roll and "helper".
4. Child picks the snack that has his name on it.

K. Be able to see likeness and differences in picture charts.

Activities

1. Two large pictures displayed. Children express likeness and differences.
2. Sequence Cards

L. Be able to respond to key letters in words.

Activities

1. Use of chalkboard and flannelboard for group and individual participation.

M. Be able to use pictures as clues to the meanings of words.

Activities

1. Playmate magazine has stories with pictures inserted as words.

N. Be able to remember simple words and forms.

Activities

1. Labels (having been around the room for a while) removed and have children identify word.

O. Be able to see likeness and differences among shapes, sizes and colors.

Activities

1. Library filmstrips and records.
2. Record, "Learning Basic Skills Through Music, Vol. II." Song "Triangles, Circles and Squares."

P. Be able to produce language symbols accurately.

Q. Be able to organize his work.

IV. Motor Co-Ordination

A. Be able to handle books without excessive damage.

B. Be able to sense directional orientation.

C. Be able to develop eye-hand co-ordination.

Activities

1. Tracing objects.
2. Follow dotted lines.
3. Cutting experiences.
4. The Rice Game. Workjobs by Mary Baratta Lorton
5. Using jars and lids, have child put right lid on right jar.

D. Develop small muscle control.

Activities

1. Finger plays
2. Reproducing patterns using pegboards and pegs.
3. Building creations with wood and nails.

E. Develop large muscle control.

Activities

1. Catching and throwing a ball.
2. Hopping and jumping.
3. Exercise record.
4. Simeon Says.

F. Be able to follow and reproduce simple patterns.

Activities

1. Block patterns.
2. Lincoln Log building patterns.

G. Be able to identify part of his body.

Activities

1. Draw around each others bodies. Each child adds his own face, etc.
2. Simeon Says.
3. Teacher hits a drum or tamborine. Children are asked to move specific parts of the body.

H. Be able to perceive differences in sizes and shapes.

Activities

1. Use flannel board. Child picks out shape or size.
2. Button Game (can be used with macaroni) child sorts buttons according to sizes and shapes.

I. Be able to develop tactile perception by making selections using his sense of touch.

Activities

1. Have box where child feels, but doesn't see, object.
2. Classify objects: hard and soft, rough and smooth, etc.

J. Be able to develop an awareness of space and direction.

V. Usage Skills

A. Be able to use appropreate forms of address; Mr. Mrs. Miss, Ms.

Activities

1. Introduce visitors.
2. Use when writing group letters.

B. Be able to avoid double negatives.

Activities

1. Sharing time.
2. Learning poems.

C. Be able to use the correct gender of pronouns; he, she, etc.

D. Be able to use the correct subject and object forms of personal pronouns.

E. Be able to use the correct past tense of common verbs.

VI. Library

A. Develop an interest in books and stories.

Activities

1. Stories read while at the library.
2. Help choose books to bring back to the room.

B. Learn library etiquette.

C. Learn how to care for books.

D. Learn how to check out and return books.

E. Develop good listening habits.

F. Be able to share his reaction to stories and pictures.

FIRST GRADE SKILLS

The first grade continues the activities for reading readiness initiated in Kindergarten.

THE FIRST GRADE STUDENT SHOULD:

I. Physical Readiness

A. Visual

1. Develop left to right eye movements.

Activities

a. Teaching numbers in sequence. Write numbers on board. Ask children to tell what each is, erase, ask who remembers them in order. Put them on board in incorrect order, have children put them in right order.
b. Use the DIM picture sequence cards for developing left-to-right movement.
c. Color boxes, circles, etc. to match a sequence of color cards going from left-to-right. On flannel board count objects or pictures, starting at left side and going to right.
d. Put hand or pointer under sentence while reading experience charts.
e. Play games where the child has to raise left hand, right hand, point to left side, right side of body.

2. Recognize similarities and differences in letters, numbers, colors, pictures, words and sizes.

Activities

a. Letters - match upper and lower case letters on a chart holder.
b. Look through magazines. Child finds different printings for individual letters.
c. Make a book with each page labeled: big, little, round, etc. Child cuts pictures and pastes onto sheet.
d. Activities from Launch and Spice.
e. DLM picture sequence cards.
f. Rhyme words and match words.

3. Be able to discriminate between words similar in shape and size and between words different only in minor detail.

B. Auditory

1. Develop ability to discriminate between sounds.

Activities

a. Say a word, children write first sound they hear.
b. Each child has a set of individual cards with the sound learned on it. The child uses these cards to blend words.
c. Give two words, child has to tell you which word has the sound that he is learning.
d. Clap a number of times. Children write on individual blackboard number that was clapped.
e. Listening for sounds. Make sounds with different objects (bell, paper cutter, scissors, buzzer, paper crumpling, etc.) behind the children. Have them identify sounds.
f. Everyone closes his eyes. Name the sounds he hears.
g. DIM tape. Auditory Training Familiar Sounds.

2. Develop ability to hear rhyming words.

Activities

a. Read stories and poems.
b. Rhyme Board - On board have a list of 4 words. Mark the one that doesn't belong. Launch pg. 107
c. Using sound cards, build word patterns or rhyming words.

3. Create awareness of new or unusual words.

Activities

a. List words on large hanging charts. (Halloween is....etc.)
b. Make key word cards. Have child think of a word that is funny, a name of an animal, etc.
c. Discuss meaning of unusal words that appear in poetry or story.

II. Verbal Readiness

A. Relationship between oral language development and success in reading

1. Read aloud orally.

Activities

a. Each child reads orally to the teacher or to a helper.
b. Children read to other classes.
c. The children read their own written work.

2. Pronounce words correctly.

Activities

a. Children practice syllable by syllable on certain words which are troublesome.
b. Write a word on the board and analyize the sounds.

3. Enunciate clearly.

Activities

a. Tongue twisters.
b. Listening Game. Children seated in circle and each child thinks of a color, a food, etc. Then the child has to say his neighbor's word first, then his own. If the neighbor doesn't pronounce it correctly, the child will not be able to repeat the word.

4. Speak in complete sentences.

Activities

a. Game with DLM picture sequence cards. The children must answer your question in a complete sentence.
b. When writing skills are developed far enough, the teacher writes a question on the board. They must write the question and the answer in a complete sentence.
c. Through individual and group discussions coorelated with other units of study.
d. Seven Up Game. Demand a complete thought in child's questioning and answering.

5. Develop use of expression in order to gain meaning from words and sentences.

Activities

a. Reading poetry and stories using exaggerated inflection in your voice. Have children mimic you.

6. Develop creative activities such as plays, puppet shows, or experience charts that help to develop reading skills through oral language development.

Activities

a. Using the flannel board, have the children tell stories about the flannel board characters.
b. Have a puppet house and various puppets available for the children's use.
c. Write complete sentence on board of children who have shared at Telling Time. Children read sentences after they have been written.
d. Have children meet in groups and act out a familar story. Each group must decide who is going to be what part.
e. Children are put into groups. Each group is given a problem (might be one that is happening in the room or on the playground). The group is to "act" out the problem and the solution. Class discussion of solution and alternative solutions.

7. Develop language through conversation with peers and adults.

B. Purpose in verbal readiness, (Show the correlation between the spoken word and the written symbol.)

Activities

a. Discuss plans for the day. Write plans on board and re-read plans together.
b. Labeling.
c. Experience stories and charts.
d. Picture dictionaries.

e. Have children find pictures from magazines or draw specific things, and label them as children tell what they are.
f. Blend little individual cards with sounds on them into words. Then the words into sentences.

III. Vocabulary

A. Word Recognition

1. Be able to develop an adequate sight word vocabulary.

Activities

a. Key word cards.
b. Label things in room.
c. Make words cards for each new word in a story. Put on ring.
d. Experience charts.
e. Game of Train. Use flash cards of sight words to be taught. Children sit in a circle on chairs. One child is chosen to start the game. The chosen child stands behind first child in circle. A card is flashed, if child standing says word first he moves on to next child. If child sitting says word first he exchanges places with child standing.
f. Children receive sight words of story they are learning. Teacher asks for words to make sentence. The children hold up the cards to make a human sentence. All the children read the sentence.

2. Be able to recognize words with both capital and small letters at the beginning of words.

Activities

a. When teaching the children how to write the sounds they are learning, have them make the shapes of both the capital and small letters with clay.

B. Phonics

1. Be able to recognize single consonants in initial position and make their sound.

Activities

a. Teacher draws a picture on the board. The children reproduce that picture on drawing paper. Then they say the name of each object and put its beginning sound on the picture.
b. Each child cuts six pictures from a magazine that begins with that sound.
c. Draw pictures that begin with a specific sound.
d. Child listens for sounds taught in every position. He fills in sound in proper place.

2. Be able to recognize single consonant sounds in final position.

3. Be able to recognize consonant sounds in middle position.

4. Be aware of vowels and their names.

5. Know sounds of short vowels.

6. Be able to blend the sounds to form words.

7. Be able to recognize consonant diagraphs.

wh_____ th_____

sh_____ wh_____

8. Know sounds of initial consonant blends.

st_____ fr_____ cl_____

bl_____ ch_____ gl_____

pl_____ fl_____ sp_____

tr_____ tw_____ sm_____

sw_____ sn_____

C. Structural Analysis

1. Know endings.

ed sound as "ed" in wanted ing

ed sound as "d" in laughed s

ed sound as "t" in liked

2. Recognize compound words.

3. Know common word families:

_____all	_____et	_____an
_____at	_____en	_____ill
_____it	_____in	_____ell
_____ay	_____ake	_____or

D. Comprehension:

1. Be able to understand that printed symbols represent words, objects or actions.

Activities

a. Writing experience charts.
b. Labeling pictures cut out of magazines for specific sounds.

2. Be able to select main idea from picture or material that is read aloud to him.

Activities

a. Tell a story. Retell. Leave out certain parts and have children tell missing parts.
b. After story is read to children, question children about story to bring out main ideas, sequence, etc.

3. Be able to follow simple printed directions.

Activities

a. Launch - readiness for seatwork. Pages 69-79.
b. When cooking in coorelation with other units of study, the teacher writes out the recipe. Use many picture clues to help children follow recipe.
c. When placing new activities in learning centers, the teacher puts up the directions. Add many picture clues to help children.

4. Be able to varify a statement.

5. Be able to draw conclusions from given facts.

6. Be able to recall what has been read silently.

7. Be able to recall what has been read aloud.

8. Be able to place events in sequence.

Activities

a. Use sequence pictures for stories.
b. Use pocket charts for putting sentences into right sequence.
c. Use the flannel board and characters. Let children retell story in proper sequence.

9. Remember where to find answers to questions.

IV. Oral And Silent Reading Skills

A. Oral reading

1. Be able to read with fluency.

Activities

a. Use listening mothers or older students. Have a list of books that children can read. Have children read to the "listener" and check off books they've read. Give "prizes" for each five books they've read.
b. Have child read into tape recorder. Child listens to his own readings after he is finished.

2. Use proper voice intonation to give meaning.

3. Be able to understand simple punctuation:
period
question mark
exclamation mark

B. Silent reading

1. Be able to read without vocalization.

2. Be able to read without head movements.

VI. Writing Skills

A. Be able to write the letters of the alphabet.

Activities

a. Draw proper writing lines on board. Each child comes up (four at a time) and properly forms the letter just discussed and demonstrated. He then gives chalk to someone else in the room.
b. Make the letters in clay and sand. Trace shape with fingers.
c. Make ditto letters with arrows for the child to trace around.

B. Recognize capital letters.

Activities

a. Make a game with tongue depressors. Put one letter on each depressor. Hold up and give letter to person who recognizes it. Call letters back in alphabetical order. Can be played in small groups of 2-4 children also.

C. Be aware of simple sentence structure.

D. Be aware of the period and question mark.

E. Have an awareness of the purpose of quotation marks.

Activities

a. Practice oral reading. Teacher may read all words except those in quotation marks. Designated child will read those words.

VII. Library

A. Be able to strengthen previous knowledge of library procedures.

Activities

a. Have story time by librarian.

b. When doing a unit in social studies or science, have children select books to correlate with the unit.

c. Organize a library unit within corner of the room. Have children catalog, check in/out books.

B. Develop an interest in fairy tales and folk lore.

C. Be able to respond to mood poetry.

D. Be able to select and check out books.

E. Be able to become familiar with the organization of the library.

F. Be able to use the library quietly for browsing and reading.

RESOURCE MATERIALS

1. Learning Activities for Reading-Second Ed. by Selma E. Herr
2. Spice-Educational Service Inc.
3. Launch-Educational Service Inc.
4. Key Words to Reading-by Veatch, Savicke
5. The Reading Box-Educational Insights Inc.
6. Sensory Training Lesson Plans for Emotionally Handicapped
7. Workjobs by Mary Baratta Lorton

The second grade continues the concepts introduced in the first grade.

The second grade student should:

I. Vocabulary

A. Word Recognition

1. Develop at least a 220 sight word vocabulary (See third grade)

Activities

1. Dolch list or Dolch flash cards.
2. Flash card games. (teacher-made)

2. Use word form clues

a. Configuration

Activities

1. Spice primary ditto book
2. Look and see method
3. Look and spell method
4. Look and say method

b. Visual similarity

Activities

1. Rhyming words. Write two words (king, sing). How are they the same? How do they sound the same.

2. Spice ditto page 17.

3. Rescue

4. Teacher-made materials. Ex. Word wheel with ending sound and beginning sound is changed to make a new word.

5. New Phonics We Use - Level B

6. Puzzles, match with a word that starts the same.

3. Be familiar with structural analysis.

a. Little words in big words.

Activities

1. Spice ditto page 24
2. Make child aware of little words when he meets a new word.

b. Compound words

Activities

1. Spice ditto pages 20, 23.
2. Have children make a drawing of compound words.
3. Matching activities. Ex. foot yard
   barn ball

c. Possessives and word endings:

____s'	____er
____d	____est
____ing	____y
____ed	____ly
____t	____'

Activities

1. Spice ditto page 22
2. New Phonics We Use-Books B and C. Pages 27, 28, 29, 56, 57.
3. Boardwork - Write a word on the board; have a child add the ending.
4. Lang. Arts Seatwork by Bernice M. Chappel
5. Learning Activities For Reading by Herr.

d. Contractions:

I'm	don't	shouldn't	I'd
I'll	won't	isn't	let's
it's	can't	couldn't	didn't
aren't	he'll	wouldn't	here's
she'll	they're	that's	you're
I've	he's	we've	they'll

Activities

1. Teacher-made matching dittos. Child matches the contraction with the two words that make that contraction.

2. Electric matching board. (uses same idea as ditto)

3. Class discussions using flashcards with the different contractions on them.

4. Spice dittos.

5. New Phonics We Use - Level C.

6. Learning Activities For Reading by Herr.

7. Lang. Arts Seatwork by Bernice M. Chappel.

B. Word Meaning

1. Learn multiple meanings of words.

Activities

1. Write two sentences on the board. Discuss the different meanings of the word.

2. Worksheets with sentences with the same word that has different meanings. Have pictures of the two meanings. Have the child draw a line to the correct answer.

3. Scott Foresman Systems.

4. Boardwork. Put words that have multiple meanings on the board. Have child use in two ways in complete sentences.

2. Learn synonymous meanings.

Activities

1. Match words that are alike in meanings.

2. As you come across words that are not familiar to the child, use the dictionary to find words with the same meaning. Or introduce the children to the thesaurus.

3. Be aware of opposite meanings.

Activities

1. Matching card games

2. Boardwork - Teacher writes a story with two opposite words missing from the story. Child has to fill in the correct word which fits the story. Example: happy and unhappy.

3. Children can write their own stories using opposites.

4. Be aware of homonyms.

Activities

1. As a class project the children can make a homonym tree.

2. Lang. Arts Seatwork by Bernice M. Chappel.

3. Scott, Foresman Levels.

4. Supporting Reading Skills by Dexter and Westbrook.

5. Kottenmeyer Spelling Series.

6. Class discussions - Write a sentence for each homonym. Discuss how homonyms look different but sound the same. Discuss meanings.

II. Word Analysis

A. Phonics

1. Know consonant sounds and blends taught in first grade.

Activities

1. Brenmer-Davis Phonics charts.

2. Phonics We Use - Books B and C.

3. Have the children write stories for each letter of the alphabet. Each day take a letter, talk about the sound and words beginning with the sound. Child chooses a word that he would like to write a story about.

4. Basic Goals In Spelling - Kattmeyer and Claus.

5. Spice - Primary Lang. Arts and dittos.

2. Apply these sounds and blends to:

a. initial position.

b. final position in words.

c. medial position in words.

Activities

1. The teacher's guide to Phonics We Use has numerous games and activities for these areas.

2. Spice dittos - 1 through 12

3. Know word families.

ou as in out	er as in her
ow as in show and cow	ur as in fur
oi as in oil	ir as in bird
oy as in boy	eck as in neck
oo as in balloon	ick as in sick
oo as in book	ack as in back
aw as in straw	uck as in duck
ight as in night	ike as in like
ind as in find	

Activities

1. Bremner-Davis Charts

2. Phonics We Use-Books B and C

3. Spelling-Kottenmeyer

4. Rescue-Spice Series

4. Know short vowel sounds.

   Activities-These apply to both short and long vowel sounds.

   1. Spice dittos-12 through 15.

   2. Phonics We Use.

   3. Fire Ladder - Make a ladder for the room. Set an alarm clock to go off during the day. When it goes off, pick a fire hat with a name on it from a box. If that child can say the sounds to the top of the ladder, he gets a certificate and the hat is taped to the top of the ladder.

   4. Bremner-Davis Phonics Charts 3 and 4.

   5. Rescue-Spice Series.

   6. Basic Goals in Spelling.

   7. Phonics Flash Cards (teacher-made).

5. Know long vowel sounds.

6. Understand function of y in beginning of word and as a vowel found anywhere else in the word.

   Activities

   1. This can be pointed out and discussed during a reading lesson.

   2. Bremner-Davis Charts.

7. Be familiar with the two sounds of c and g.

   c followed by i, e, or y makes the s sound.
   c followed by a, o, or u makes the k sound.
   g followed by i, e, or y makes the j sound.
   g followed by a, o, or u makes the hard sound of g.

   Activities

   1. Lippincott - reviews the rules and gives a list of words.

2. Make a list of words with c or g in them; have the children list the words under the correct sound.

8. Know three letter initial blends.

str___	spr___	sch___
spl___	thr___	chr___

9. Know these phonics rules:

a. A single vowel in a word or syllable is usually short.

b. A single e at the end of a word is silent and makes the preceding vowel long.

c. A single vowel at the end of a one-syllable word is usually long.

d. When the ee, oa, ai, and ea vowels are together, generally the first is long and the second is silent.

e. Vowels are influenced when followed by r, w, and l.

B. Structural analysis

1. Recognize root or base words.

Activities

1. Give word with the ending and have the children underline root word.

2. Recognize word endings.

Activities

1. Teach how to put endings on words with silent e and the doubling of final consonant.

III. Comprehension

A. Association of ideas of material read

1. Develop his ability to draw conclusions.

2. Develop his ability to predict outcomes.

3. Develop his ability to find proof.

4. Develop his ability to associate text with pictures.

Activities-These apply to A, B, C, and D under comprehension.

1. Scott, Foresman Levels

2. Learning Activities For Reading - Herr

3. Lang. Arts Seatwork - Bernice M. Chappel

4. Have children write book reports

5. Teacher-made questions on stories

6. Student plays

7. Draw picture of favorite part of story and write briefly about it.

B. Organization of ideas

1. Follow simple printed directions.

2. Find main ideas.

3. Follow plot sequence.

C. Locating information

1. Learn use of table of contents, page numbers, and titles.

2. Find specific information.

D. Appreciation

1. Dramatize stories read.

2. Illustrate stories read.

3. Tell a story which has been read previously.

IV. Oral Reading:

A. Read clearly and distinctly.

B. Read with expression.

C. Read fluently.

D. Read so that listeners enjoy the story.

E. Read with understanding.

F. Read for pleasure.

Activities - These apply to A, B, C, D, E, and F.

1. Reading individually to the teacher

2. Reading into cassette and listening with the teacher to playback and discussing improvements needed

3. Child reading favorite story to the class

4. Oral questions asked child about his reading

5. Paperbacks available in class library

6. Visit library and take out books.

V. Writing Skills

A. Begin cursive writing.

B. Be introduced to the use of capital letters for main words in a title, initials, days of the week, months, and holidays.

Activities

1. Write sentence in small case and have child put in appropriate capitals.

2. Master the use of capital letters for names, Mr., Mrs., Miss, I, first letter of the sentence.

3. Begin to use periods after abbreviations.

4. Know the use of the comma in direct address.

Activities

1. Have the children write letters. Show them where and how commas should be used.

5. Use the correct end mark for simple sentences.

6. Be introduced to the two-part nature of simple sentences.

7. Be aware of "name" words and "action" words.

Activities

1. Have children pick out action words in a story.

2. Say a word. Children decide whether it is "name" or "action" word.

8. Be aware that are is used with compound subjects.

9. Review correct forms of troublesome verbs.

10. Be aware of the correct agreement of subject and verb.

11. Be aware of the correct reference of pronouns.

VI. Library

1. Select and read books on his level.

Activities

1. Introduce child to 5 finger method for selecting a book.

2. Learn the difference between fiction (make-believe) and non-fiction (real).

3. Develop an interest in children's classics.

Activities

1. Listen to teacher-read stories.

4. Ask for help in simple research problems.

5. Use the library for information and pleasure.

THIRD GRADE SKILLS

The third grade student should continue to use the skills developed in the second grade with the following extensions.

THE THIRD GRADE STUDENT SHOULD:

I. Vocabulary

A. Have an adequate sight vocabulary. The Dolch 220 Basic Sight Word List for Third Grade is included for the teacher's convenience.

Dolch Basic Sight Words

a	as	again	about	any
all	away	ate	after	better
am	be	but	always	both
an	black	cold	around	bring
and	brown	cut	ask	carry
are/at	by	fast	because	clean
big	came	first	been	could
blue	did	five	before	done
call	eat	fly	best	don't
can	fall	four	buy	draw
come	find	give	does	drink
do	for	goes	for	eight
down	get	going	found	every
funny	have	got	full	hurt
go	her	green	gave	know
good	him	had	grow	light
he	his	has	hold	myself
help	if	hot	how	never
here	into	its	just	own
I	laugh	long	keep	pick
in	let	made	kind	right
is	live	many	much	seven
it	may	new	must	shall
jump	my	not	now	show
like	no	of	off	their
little	old	open	once	them
look	on	please	only	then
make	one	or	round	there
me	put	our	sleep	these
out	saw	pull	small	think
play	said	read	take	those
pretty	she	say	tell	together
ran	sit	sing	thank	use
red	some	six	that	very
ride	stop	soon	they	want
run	three	ten	this	warm
see	today	upon	too	wash
so	two	us	try	went
the	was	who	under	what
to	will	why	wall	when
up	work	wish	well	where
we	yes	your	were	which
you	yellow	white	with	would
				write

Activities and Resources

a. Word cards
b. Game: "Around the World"

B. Develop and refine skills previously taught.

1. Compound words

Activities and Resources

a. Spice dittos, #20 and #23
b. Matching words

Ex:	mail	scraper
	sky	man
	motor	pool
	car	cycle

2. Identification of root words, prefixes, and suffixes.

Activities and Resources

a. List words from a story. Underline the root words. Give meaning.
b. Spice ditto #22
c. Write a single root word, prefix, or suffix on a large card which the student wears. Students combine these to form new words.

3. Usage of configuration, context, repetition, and picture clues to determine meaning.

Activities and Resources

a. Write a sentence on the board, leaving out a key word. Have students fill in the missing word. (context)
b. Look at the picture in a story. Pick out words on the page near the picture which tell what is happening in the picture. (picture clues)
c. Use picture cards on which are written sentences with a word missing. Have students supply the missing word. (picture clues)
d. Use a sentence or part of a sentence from the story to make a caption for each picture in the story. (picture clues)
e. Spice dittos

C. Participate in many experiences to increase speaking and reading vocabulary.

Activities and Resources

a. Creative writing
b. Field trips
c. Appropriate Spice dittos

D. Be able to select descriptive and figurative words and phrases.

Activities and Resources

a. Scott Foresman Reading Systems, 1971

E. Develop an awareness of synonyms, antonyms, and homonyms.

Activities and Resources

a. Homonyms by Barnell Loft
b. Use of homonym cards
c. Spice ditto #26 for synonyms
d. Use of Thesaurus
e. Antonym game:

II. Word Analysis

A. Review and refine previously taught skills.

1. Initial consonant sounds and blends

Activities and Resources

a. Spice ditto #8
b. Lippincott dittos
c. S.R.A. Reading Lab (rev. ed.)
d. Sound and Sense in Spelling, Harcourt, Brace

2. Short and long vowel sounds

Activities and Resources

a. Spice dittos #12 and #13
b. Board game: Write a word such as cut on the board. Student adds an e and pronounces the word.

3. Changes in words by:

a. adding s, es, d, ed, ing, er, est
b. dropping final e and adding ing
c. doubling the consonant before adding ing
d. changing y to i before adding es

Activities and Resources

a. Roberts English
b. Easy English dittos
c. Instruct students to list words from a story that are formed by adding a given ending.

4. Contractions

Activities and Resources

a. Game: "Pizza Spin" to match contractions with their appropriate long forms

5. Vowel rules

a. Vowel in a one-syllable word is usually short.
b. Vowel in syllable or word ending in e is usually long.
c. If two vowels are together, the first is usually long and the second, silent.

Activities and Resources

a. Gold and Silver Skills Book; Far and Away, American Book Co.
b. Basic Reading, Lippincott, 1970
c. Creative dramatics: "If two vowels go walking, the first one does the talking."

6. Possessive forms

Activities and Resources

a. Rewrite sentences to form possessives. Ex: Mary has a pen. It is Mary's pen.
b. Lippincott Reading Workbook
c. Clothes pin game

7. C followed by i, e, y makes the s sound; c followed by a, o, u makes the k sound.

8. G followed by i, e, y makes the j sound; g followed by a, o, u makes the guh sound.

9. Silent letters in kn, wr, gn.

B. Learn new skills

1. Form plurals

a. By adding s, es, ies
b. By changing f to v and adding es

2. Similarities of sounds such as x and cks (box--blocks)

3. Become aware of the schwa sound

Activities and Resources

a. "Easy English" dittos (plural forms)
b. Scott, Foresman Reader, Levels 9, 10, 11, 12 (schwa)
c. Dictionary activities (schwa)

C. Become aware of syllabication rules.

1. There are usually as many syllables in a word as there are vowels. (they correspond to vowel sounds.)

2. Where there is a single consonant between two vowels, the vowel goes with the first consonant. (pu/pil)

3. Where there is a double consonant, the syllable break is between the two consonants, and one is silent. (lit/tle)

Activities and Resources

a. Spice ditto #25
b. Game: Decide how many syllables in a word. Each child becomes a syllable. If two syllables, two vowels.

III. Comprehension

A. Develop skills of critical thinking and appreciation

1. Be able to find the main idea in a story.

2. Be able to keep events in proper sequence.

3. Be able to draw logical conclusions.

4. Develop ability to perceive relationships.

5. Begin to recognize traits and motives in characters.

6. Develop ability to predict outcomes.

7. Be able to follow printed directions.

8. Learn to read for a definite purpose:

   a. Pleasure
   b. To obtain information
   c. To obtain general idea of content

9. Recognize such elements of style as figurative language, flashback, personification.

10. Recognize different types of literature such as fantasy, realistic literature, biography, and informational articles.

Activities and Resources

a. Make a play from a story. (1)
b. Make up a title for a story. (1)
c. Getting the Main Idea by Barnell Loft. (1)
d. Outline the main events in a story. Draw a series of pictures to show the main things that happen in the story. Write a caption. (1,2)
e. S.R.A. "Getting the Time" (2)
f. "Drawing Conclusions" by Barnell Loft (3)
g. "Reading Thinking Skills" ditto (4)
h. Read a story. Write sentences telling what kind of person one of the characters is. Tell if this person would make a good neighbor. Why? (3)
i. Scan a story. Have students tell what they think will happen. (6)
j. Begin a story. Ask children to finish the story as they think it might end. (6)
k. Follow directions for activities in subject area textbooks, such as science or mathematics. (7)
l. Teacher reads directions for making a drawing. Check for accuracy after drawings are made. (7)
m. From a newspaper, read letters to the editor. Find which ones contain good ideas. Why? (8)
n. Use of classroom and school libraries. (8)
o. Report on science and social studies units. (8)
p. Find a story that tells about a place that is familiar to you. Give the name of the story and the place. Can you find any statements about this place that are not true? (8)
q. Ask students to find in the story examples of figurative language. Ex: "He's as smart as a fox." Ask students to think of other examples that use the names of animals to tell about people. Have them make up some of their own. (9)
r. Spice ditto #34 (10)
s. Given two sentences or paragraphs, have student decide which is fact and which is fantasy. Ex: A purple cow sat on my doorstep. A brown cow ate grass. (10)
t. "Ranger Rick" (10)
u. National Geographic Magazine (10)

B. Develop study skills.

1. Be able to classify items.

2. Alphabetize words by the first three letters.

3. Be able to locate information by use of the index, glossary, dictionary, and encyclopedia.

4. Develop his ability to use charts and maps.

5. Use punctuation clues correctly.

Activities and Resources

a. Spice ditto #38 (2)
b. Roberts English Series
c. Easy English
d. Ask students to find the page number on which a given subject might be found. (3)
e. Look up new words from story or science unit in the glossary. (3)
f. Have students find a given number of new words from story. Arrange alphabetically. Find one definition for each. (2,3)
g. Research topics for science or social studies unit. (3)
h. S.R.A. graphs, Michigan and Indiana maps from social studies unit. (4)

IV. Writing Skills

A. Use neat and legible cursive writing.

B. Use previously learned skills of punctuation and capitalization.

1. Periods

a. At the end of a sentence
b. After abbreviations

2. Commas

a. In a series
b. Between city and state
c. After no, yes, and oh when used to introduce a sentence
d. To separate the exact words of a quotation from the rest of the sentence
e. In writing dates
f. After the greeting in a friendly letter
g. After the complimentary close in a friendly letter

3. Capitals

a. To begin a sentence
b. The pronoun I
c. First, last, and important words in titles
d. First word of a direct quotation
e. Proper names and titles
f. Names of months, days of the week, holidays

C. Become acquainted with the use of quotation marks.

D. Use the apostrophe correctly for possessives and contractions.

E. Avoid fragments and run-on sentences.

F. Use specific rather than general words.

G. Be able to organize ideas into a paragraph.

H. Be able to write a friendly letter with correct capitalization and punctuation.

I. Proofread for careless errors.

Activities and Resources

a. Easy English dittos (B,D)
b. Ask students to write a conversation between a radio and a TV. (C)
c. Pizza Spin Games (D)
d. Given several sentences, students are asked to pick out those that are relevant and organize them into a paragraph. (F)
e. Have a mailbox in the classroom. Students have pen pals. (H)
f. Given dittos of paragraphs of sentences with punctuation errors, students correct the mistakes. (I)

V. Usage and Spelling Skills

A. Use the correct forms of a and an.

B. Use the appropriate helping word for past participles (Has, Have, Had).

C. Use the correct agreement of subject and verb.

D. Use the correct forms of pronouns.

E. Use effective study methods for spelling new words.

F. Form plurals correctly.

G. Use there, their, they're correctly.

H. Use to, two, too correctly.

I. Spell correctly the days of the week, months, holidays.

VI. Library Skills

A. Begin use of the card catalog.

B. Become aware of the non-fiction divisions.

C. Use the library for simple research.

D. Respect others' right to privacy and quiet.

VII. Listening and Speaking Skills

A. Develop the following qualities in his speech and oral reading:

1. Adequate volume and pleasing voice quality.

2. Clear and distinct enunciation.

3. Accurate pronunciation of words.

B. Enjoy listening to recorded and teacher-read stories and poems.

C. Participate in the reading, writing, and memorizing of simple poems.

D. Recognize elements of alliteration, rhythm, and rhyme in poetry.

E. Take part in teacher-led or small group discussions emphasizing the following concerns:

1. Listening to others.

2. Respecting the opinions of others.

3. Taking turns.

F. Take part in simple plays and role-plays.

G. Use puppets to interpret plays and role-play situations.

H. Be able to give simple announcements, directions, and explanations.

I. Be able to organize his thoughts and ideas and express them verbally.

Activities and Resources

a. Students read aloud a poem or story. Tape record and check for enunciation. (A)

b. Student reads a story to a friend. (A)

c. Teacher reads a short story or continued story to students each day. (B)

d. Read aloud a poem with a strong rhythm pattern (such as Dr. Seus). Leave out key words and have students replace them. (D)

e. Name tag game. (E)

f. Values clarification activities. (E)

g. Allow children to make the announcements for up-coming activities, schedule changes, etc.

FOURTH GRADE SKILLS

The fourth grade student should continue to use the skills developed in the third grade with the following extensions.

THE FOURTH GRADE STUDENT SHOULD:

I. Vocabulary

A. Be able to use the vocabulary words from Social Studies, Science, and other subject areas.

B. Develop and refine skills previously taught.

1. Compound words
2. Identification of base words
3. Use of configuration, context, repetition, and picture clues to determine meaning.

C. Recognize prefixes and suffixes.

a-	in-	-ty	-th	-ar	-able
un-	fore-	-ful	-tion	-ous	-ly
ex-	re-	-less	-ward	-en	-ing
be-	mis-	-ness	-fully	-ish	
dis-	pre-	-teen	-or	-ment	
in-		-th	-er	-y	

D. Participate in many experiences to increase speaking and reading vocabulary.

E. Be able to select descriptive and figurative words and phrases.

F. Be able to supply homonyms, antonyms, synonyms.

II. Word Analysis

A. Review and refine skills previously taught. (See Grade Three, Word Analysis Skills.)

B. Learn new skills.

1. Use of diacritical marks in identifying long and short vowels.

2. Vowel pronunciation rules

a. Refine those rules learned in grade three.

b. In two-syllable words with the accent on the first syllable, with one consonant after the first vowel, the vowel is usually long.

c. In one-syllable words, with a single vowel followed by two consonants and final e, the vowel is usually short.

d. In two-syllable words with the accent on the first syllable and two consonants after the first vowel, it is usually short.

e. In two-syllable words with the first syllable and one consonant after the first vowel, it is sometimes short.

f. In two-syllable words with the accent on the first syllable with a vowel followed by a consonant blend, the vowel is often long.

g. Any vowel may stand for the schwa sound.

h. r-controlled pronunciations

3. Final z sound: ze for z; ce for s; se for s and z

4. sh and ch sounds

5. Silent letters in: kn, wr, gn; silent letters: h, l, b, gh

6. Form plurals

a. By adding s, es, ies

b. By changing f to v and adding es

c. By adding en

d. By changing the spelling: child, children; man, men

e. By keeping the same form: sheep, sheep

C. Understand syllabication rules. (See Grade Three, Syllabication Rules.)

D. Be able to hyphenate words using syllabication rules.

E. Be able to understand the use of primary and secondary accent marks.

III. Comprehension

A. Develop skills of critical thinking and appreciation.

1. Be able to find the main idea in a story (plot).

2. Be able to follow the organization of ideas within a paragraph: The sequence of paragraphs, and so, the sequence of events, and time relationship.

3. Be able to identify a paragraph-use of indentation cue; the speaker-quotation marks as cues.

4. Be able to recognize the delineation of character.

5. Be able to recognize appositive construction.

6. Be able to interpret picture cues, picture symbols, diagrams, maps.

7. Be able to determine why a given selection was written.

8. Recognize such elements of style as figurative language, point of view, flashback.

9. Recognize different types of literature such as fantasy, realistic literature, biography, irony, fairy tales, and informational articles.

10. Be able to recognize the problem and solution.

11. Be able to draw logical conclusions.

12. Develop the ability to predict outcomes.

13. Be able to follow printed directions.

14. Be able to read for a definite purpose:
    a. Pleasure
    b. Information
    c. General idea of content

B. Develop study skills.

1. Be able to classify items.

2. Alphabetize words by the first three letters.

3. Know the techniques of skimming.

4. Be able to use time lines.

5. Be able to locate information by use of the index, glossary, dictionary, encyclopedia, gazetteer, Information Please-type books.

6. Develop ability to use charts, maps, diagrams, foot-notes.

7. Use punctuation clues correctly.

8. Develop skills for remembering, recalling.

IV. Writing Skills

A. Use neat and legible cursive writing.

B. Use proper punctuation:
   1. Periods: end of sentences
      abbreviations
   2. Quotation marks
   3. Question marks
   4. Exclamation marks
   5. Comma: series
      address
      introductory words
      quotations
      dates
      return address
      appositive construction

C. Use capital letters correctly:
   1. Beginning of sentences
   2. Proper nouns
   3. Parts of a letter
   4. Words in a title
   5. Quotations
   6. Initials

D. Avoid fragments and run-ons.

E. Use specific rather than general words.

F. Organize ideas into paragraphs; indent properly.

G. Be able to write a: friendly letter
   business letter
   social letter

H. Proofread for errors.

I. Experience the writing of simple poems and short stories.

V. Usage and Spelling Skills

A. Form plurals correctly.

B. Use apostrophes for contractions and possessives.

C. Spell the vocabulary words from all subjects.

D. Use effective study methods for spelling new words.

E. Use the correct form of a and an.

F. Master the au, ou, oi, oo, oy, ow sounds.

G. Be able to find the subject and predicate of a simple sentence.

H. Know the five different kinds of noun phrases.

I. Know the definition of a common noun and proper noun.

J. Know the eighteen determiners.

K. Know the defference between structure and function.

L. Know the function of noun phrases: in the subject, in the predicate.

M. Know the structure of the predicate.

N. Be able to conjugate regular verbs.

O. Be familiar with a list of about 100 adjectives.

P. Know the three kinds of adverbials: place, manner, time.

Q. Know at least twelve common prepositions.

R. Be able to use pronouns correctly.

1. Subjective and objective forms

2. Possessive forms of personal pronouns

3. Indefinite pronouns

S. Be able to supply the possessive forms of these types of noun phrases: singular, regular plural, and irregular plural.

T. Use the grammatical agreement of subject and verb (or to be).

U. Know the present and past tenses of verbs.

V. Know the irregular past tense of perhaps thirty of the most common verbs.

VI. Library Skills

A. Begin use of the card catalog by knowing the Dewey Decimal System, and title, author, and subject cards.

B. Use cross references, indexes, table of contents.

C. Become acquainted with reference books.

D. Respect the right of privacy and quiet.

VII. Listening and Speaking Skills

A. Develop ability to read orally.

1. Using adequate volume and pleasing voice quality

2. Using clear and distinct enunciation

3. Pronouncing words correctly

B. Enjoy listening to recorded and teacher-read stories and poems.

C. Take part in teacher-led choral reading.

D. Recognize elements of alliteration, rhythm, and rhyme in poetry.

E. Take part in teacher-led or small-group discussions emphasizing the following concerns:

1. Listening to others

2. Respecting the opinions of others

3. Taking turns

F. Take part in simple plays and role-plays.

G. Use puppets to interpret plays and role-play situations.

H. Be able to give simple announcements, directions, explanations.

MATERIALS

Most of this can be found in the:

1. Roberts English Series - 4 - Harcourt Brace-1966
   Roberts Workbook

2. Sound and Sense in Spelling - Harcourt Brace-1967

3. Scott, Foresman Reading Systems-1972
   all of the material that comes with this series:
   More Roads to Follow-1965

4. Supplementary Materials:

   Hayes dittos
   SRA Kit
   Spice
   Readers' Digest Skill Builders
   Continental Press dittos
   New Building Better English
   Change for Children
   posters
   Center Materials for Nooks, Crannies, and Corners
   Anchor
   Let's Write dittos
   Flair - creative writing
   Scott-Foresman Anthology
   library books
   literature books
   sharing time - aloud in front of class
   class discussions
   creative movements

FIFTH GRADE SKILLS

The fifth grade student should continue to use the skills developed in the fourth grade with the following extensions.

THE FIFTH GRADE STUDENT SHOULD...

I. Vocabulary

A. Recognize and use the vocabulary of the basic texts and the vocabulary of the content areas (social studies, English, mathematics, and science).

B. Expand and develop his vocabulary.

1. Interpret word meanings in his own words.

2. Understand semantics.

3. Provide synonyms, antonyms, and homonyms of words.

4. Know abstract meanings of words.

5. Understand figurative and colorful expressions.

6. Recognize coloquial speech.

II. Word Attack Skills

A. Develop and expand phonics skills.

1. Syllabication.

a. Each syllable must contain a vowel, and a single vowel can be a syllable.

b. The root or base word is a syllable and is not divided.

c. Blends are not divided (th, str).

d. Suffixes and prefixes are syllables.

e. If the vowel in a syllable is followed by two consonants, the syllable usually ends with the first consonant.

f. If a vowel in a syllable is followed by one consonant, the syllable usually ends with a vowel.

g. If a word ends in le, the consonant just before the l begins the last syllable.

h. When there is an r after a vowel, the r goes with the vowel to make the er sound (er, ir, ur).

2. Vowel sounds

a. When there is only one vowel in a word or syllable, the vowel is short.

b. When there are two vowels in a word or syllable, the first vowel is long, and the second is silent.

c. In a word of two or more syllables, the first syllable is usually accented unless it is a prefix.

B. Expand and develop dictionary skills.

1. Alphabetization

a. Knowing where to find a word in the alphabet in terms of beginning, middle, or end.

b. Alphabetizing words by first, second, third, or fourth letters.

2. Use of dictionary

a. Recognizing the abbreviated parts of speech (n. = noun, v. = verb, adj. = adjective, adv. = adverb)

b. Learning the preferred pronunciation of words

c. Use of guide words

d. Syllabication and accent

e. Interpreting key to pronunciation

f. Interpreting diacritical markings

g. Interpreting phonetic re-spellings

h. Cross-references

i. Irregular plurals (deer-deer, shelf-shelves)

j. Change of accent and its effect on pronunciation and meaning of words (pres'ent, pre sent')

k. Secondary accent

l. Parts of a verb (tenses)

m. Adverbs derived from adjectives (ly ending as a clue)

C. Develop use of the glossary.

1. Know that it is a dictionary of words for one particular book.

2. Be able to use the guide words.

3. Be able to find meanings to understand what is being read.

D. Increase ability to use context clues.

1. Review--using context clues.

2. Review--associating ideas with characters.

3. Review--associating ideas with words.

4. Note sentence structure.

5. Note that in poetry, rhythm scheme can sometimes help.

III. Comprehension

A. Mature in his use of comprehension strategies.

1. Use of concepts and languages experiences

a. Developing and applying geographic concepts

b. Using specialized vocabulary

c. Recognizing dialect in written materials (slang)

2. Recognition of relationships between written and spoken language

   a. Listening to oral language

   b. Reading orally

3. Recognition of different kinds of written language

   a. Advertisements, explanatory notes

   b. Newspaper headlines and articles

   c. Magazine articles

4. Increased ability to use visual and auditory perception and discrimination

5. Use of picture cues, semantics (meaning) context cues, and syntactic (grammatical structure) context cues

6. Use of the conventions of written language as cues

   a. Use of positional labels to relate picture and text

   b. Use of pronunciations incorporated in the text

   c. Use of symbols that indicate length of time

   d. Use of parentheses or dashes to set off explanatory phrases

7. Increased ability to use letter-sound relationship cues, using pronunciation keys and spelling charts

8. Increased ability to use part-whole, size, sequence, time, cause-effect, place, time-place, and analogous relationship cues

B. Improve his critical reading and study skills.

   1. Using main idea and supporting details

   2. Organizing ideas

      a. Using maps and graphs to organize ideas

      b. Using key words in outlines; recognizing episodes in a selection

c. Organizing events by time, using chronological order and time lines

3. Recognizing story problems and solutions

4. Recognizing elements of plot structure

   a. Types of conflict

   b. Elements of plot structure that develop conflict and suspence

5. Recognizing elements of style

   a. Function of format and action words in poetry

   b. Literary allusions, formal style, descriptive style, and elements of style that create humor

   c. Appropriateness of style to selection, author's choice of words to create effect

6. Recognizing characteristics of different types of literature: biography, autobiography, legend, drama, historical fiction

7. Recognizing purposes for reading and ways of reading for different purposes

   a. Use of topic sentences and key words; skimming tables and charts for information

   b. Use of maps to preview, follow, and summarize events

8. Recognizing traits and motives of characters

   a. Predicting characters' actions in new situations on the basis of traits and motives; changes due to conflict

   b. Increasing ability to recognize traits and motives of characters

9. Recognizing author's purpose, qualifications, and preparation for writing

10. Recognizing illustrator's purpose

11. Using ideas gained from reading to make inferences, to make judgments, and to draw conclusions

a. Recognizing limitations of available information

b. Recognizing bias; making inferences and judgments about the author's attitude toward the subject

c. Recognizing procedures used in scientific research

IV. Writing Skills

A. Use neat and legible writing. Penmanship should be stressed at least in terms of corrective letter formation.

B. Avoid fragments and run-ons. Reteach subject-predicate structure of sentences.

C. Use specific rather than general words in writing.

D. Expand use of variety in sentence structure.

E. Be able to organize ideas into a paragraph--at least to the extent that related ideas belong in one paragraph.

F. Write friendly and business letters correctly with proper capitalization and punctuation.

G. Proofread for careless errors.

H. Receive expanded experience in writing simple forms of poetry, plays, and short stories.

V. Usage and Mechanics

A. Distinguish form class words (nouns, verbs, adjectives, adverbs).

B. Learn the forms of the irregular verbs.

C. Use the correct forms of personal pronouns.

D. Use capital letters correctly.

1. Beginning of a sentence

2. Proper nouns

3. Parts of a letter and addresses

4. Days of the week, months, holidays

5. Special groups of people, nationalities, dieties

6. First word of a line of poetry

7. First, last, and important words in a title

E. Use correct punctuation.

1. Use apostrophes for possessives and contractions.

2. Use commas correctly:

a. In addresses and dates

b. After the greeting and closing in a friendly letter

c. To separate a quotation from the rest of the sentence

d. Between words in a series

e. With terms of address

f. After introductory words such as oh, well, yes, no

3. Learn to paragraph conversations, using quotation marks correctly.

VI. Spelling Skills

A. Review all skills previously taught.

B. Master words from a prescribed spelling list or text.

C. Spell specific words from current events and other subjects and interests.

D. Maintain effective study habits for learning new words.

E. Learn irregular plural forms of words.

F. Learn the following new material:

1. Irregular vowels.

2. Vowels before r.

3. Use of silent letters.

4. Rules regarding le and el words.

5. Spellings of g and j sounds.

6. qu words.

7. Spelling numbers.

8. Spelling c sounds.

9. Spelling abbreviations.

G. Apply careful pronunciation and syllabication as an aid to spelling.

VII. Library Skills

A. Become acquainted with popular children's authors.

B. Share their enjoyment of stories with others.

C. Develop use of the card catalog, dictionary, encyclopedia, vertical file, film strips.

D. Become aware of the award-winning series (Newberry, Caldecott).

E. Be able to use the library for simple research.

F. Respect others' right to privacy and quiet.

VIII. Listening and Speaking Skills

A. Learn to follow directions.

1. Follow oral directions.

2. Read and follow directions for written assignments.

B. Enjoy listening to recorded and teacher-read stories and poems.

C. Develop ability to read orally. (Not all readers will or should be expected to become great oral readers.)

1. Read with feeling

2. Read with adequate volume and pleasing voice quality

3. Pronounce words accurately

4. Read with as smooth a flow as possible

D. Participate in teacher-led choral reading. (optional)

E. Take part in teacher-led or small group discussions emphasizing the following concerns:

1. Listening to others.

2. Respecting the opinions of others.

3. Taking turns and not dominating.

4. Choosing relevant things to say.

F. Be able to give simple announcements, directions, and explanations.

G. Take part in simple plays and role-plays.

MATERIALS-GRADE FIVE

Reading

Finding the Way, Allyn and Bacon, 1963
Reading Systems, American Book Co.
Scholastic News Citizen, Scholastic Book Services
Scott, Foresman Reading Series,
Levels 16, 17, 18
"Passports, Excursions, and Discoveries"
Vistas
Open Highways

Spelling

Basic Goals in Spelling--Sequence B, McGraw Hill, 1968
Spelling and Phonics - Educational Services, Inc.

Usage and Composition

Basic Language Skills, Instructor Publications
Continental Press dittos
Enjoying English--Grade 5, L.W. Singer, 1961
Imagine and Write, American Education Publications
Keys to Good Language, Economy Co.
Roberts English Series, Harcourt, Brace, and World, 1967

SIXTH GRADE SKILLS

The sixth grade student should continue to use the skills developed in the fifth grade with the following extensions.

THE SIXTH GRADE STUDENT SHOULD...

I. Vocabulary

A. Be able to recognize vocabulary words from subject areas; i.e., words from social studies, mathematics, etc.

B. Develop and refine skills previously taught.

1. Compound words

2. Prefixes and suffixes

a. Prefixes

bi-	circum-	dis-	im-	un-
in-	inter-	intra-	trans-	mis-
non-	post-	semi-	super-	tri-
quad-	quin-			

b. Suffixes

-able	-ible	-ian	-ain	-an
-er	-ar	-or	-y	-let
-ent	-ant	-ate	-ion	-ence
-ance				

3. Identification of root words (base words)

4. Use of configuration, context, picture, and repetition clues to determine meaning.

C. Participate in many experiences to increase speaking and reading vocabulary.

D. Be able to select descriptive and figurative words, and phrases.

E. Be able to supply homophones, synonyms, antonyms, and homonyms.

II. Word Analysis

A. Review and refine previously taught skills.

B. Learn new skills.

1. Consonant blends

2. Vowel digraphs

3. Syllabication, prefixes and suffixes

C. Understand syllabification rules:

1. There are as many syllables in a word as there are vowel sounds.

2. Each syllable must have a vowel and a single vowel can be a syllable.

3. The root word is a syllable and not divided.

4. Blends are not divided.

5. Suffixes and prefixes are syllables.

6. Where there is a double consonant, the syllable break is between the two consonants. (bab/ble)

D. Increase ability to use letter-sound relationship clues, use pronunciation keys.

III. Comprehension

A. Develop skills of critical thinking and appreciation.

1. Be able to recognize the main idea and supporting details in a story.

2. Be able to follow the organization of ideas within a story (chronological order).

3. Be able to recognize elements of plot structure and style.

4. Recognize different types of literature; i.e., fantasy, realistic literature, biography, book review, fairy tales, myths, and informational articles.

5. Be able to recognize the delineation of character, stereotypes, and caricatures.

6. Be able to use ideas gained from reading to draw valid conclusions.

7. Be able to distinguish fact from opinion.

8. Be able to recognize different kinds of written language; i.e., advertisements, editor's notes, movie reviews, etc.

9. Be able to recognize technical vocabulary and word origins.

10. Increase ability to recognize purposes for reading and ways of reading for different purposes.

11. Be able to follow printed directions.

B. Develop study skills

1. Be able to follow and make a basic outline.

a. Picking out topic sentences
b. Main ideas of paragraphs
c. Skimming to locate the facts
d. Selecting materials to fit a certain purpose

2. Be able to follow directions.

3. Be able to read to verify thoughts.

4. Be able to draw conclusions from readings.

5. Be able to locate information by use of the index, glossary, dictionary, encyclopedia, gazetteer, graphic, and tabular aids.

IV. Writing Skills

A. Be able to write down his observations, noting especially his sensory responses.

B. Use such figuarative forms as similies and metaphors in his descriptions.

C. Use specific, vivid, and accurate terms in his writing.

D. Be able to write about his responses to vicarious experiences; i.e., pictures, poetry, stories, films, and television.

E. Write about his opinions on issues of current interest.

F. Be able to write simple short stories with a concern for a beginning, a main event, and a conclusion.

G. Participate in the writing of simple forms of poetry.

H. Be able to manipulate syntactical elements through such skills-oriented activities as sentence completing, expanding, and combining.

I. Demonstrate growth in paragraphing skills in the following ways:

1. Developing a main idea with details, examples, and reasons.

2. Determining the most effective order of events.

3. Using transitional words and phrases.

J. Show an increased skill in planning for writing.

K. Be able to revise some of his work on the basis of his own proofreading or teacher or peer comments.

V. Usuage and Mechanics Skills

A. Be able to form various sentence transformations by compounding and subordinating ideas.

B. Be able to distinguish between noun, verb, adjective, and adverb suffixes. (Derivational morphemes)

C. Be able to use comparative and superlative forms correctly.

D. Use standard forms of personal, relative, and reflexive pronouns correctly.

E. Be able to use capital letters correctly.

1. Businesses and organizations

2. Deity, religions, and sacred writings

3. Special buildings and places

4. Departments of the government

5. Historical events and documents

6. Proper names used as adjectives

7. Brand names of products

8. First word in each part of an outline

9. Should not capitalize seasons, directions or subject areas, unless they name a country, language, or specific course.

F. Be able to punctuate properly.

1. Using periods, commas, quotation marks, hyphens, and semicolons properly.

2. Use of correct punctuation to eliminate run-on and fragment sentences.

VI. Spelling Skills

A. Use and spell contractions correctly.

B. Be able to spell homonyms and use homophones correctly.

C. Be able to spell list words taken from a spelling text or from subject and interest areas.

D. Use effective study methods for spelling new words.

VII. Library Skills

A. Observe quiet and courteous use of materials.

B. Use abridged and unabridged dictionaries.

C. Be able to locate books by the Dewey Decimal System.

D. Be able to use indexes in reference books.

E. Become acquainted with children's classics.

F. Read for pleasure and personal development.

VIII. Listening and Speaking Skills

A. Be able to contribute to teacher-led discussions about experiences, issues, and events.

B. Be able to participate in small group discussions or panel presentations.

C. Be able to plan without close teacher supervision in small groups for discussions, activities, or problem-solving.

D. Listen carefully and sympathetically to the opinions of others and keep his comments on the subject of the discussions.

E. Understand the difference between emotional and intellectual arguments in a discussion.

1. Give facts and examples to support his opinions.

2. Be able to summarize the main points in a discussion.

F. Be able to read poetry and plays orally with a sense of rhythm, style, and mood.

G. Enjoy such reading by teacher, peer, or recording.

H. Observe the effects of stress, pitch, gesture, and tempo in oral reading.

MATERIALS USED IN THE SIXTH GRADE ENGLISH CLASS (primary materials)

1 Roberts English Series 6; Harcourt, Brace and World, 1966.
(supplemental materials)

2 Hayes Language Drills and Tests; Hayes School Publishing Co., 1959.

3 Story Starters; Creative Teaching Press Inc., 1972.

MATERIALS USED IN THE SIXTH READING GROUPS (tracked by ability to read)
(primary materials for the low-track group)

1 Open Highways; Scott-Foresman, 1966.

2 Continuous Progress in Spelling; Economy Co., 1972.
(supplemental materials for the low-track group)

3 Know Your World (News Magazine)

4 Story Plays for Oral Reading; Harcourt, Brace & Jovanovich, 1971.

5 S.R.A. Lab IIc; Science Research Associates, 1960.

6 Specific Skills Series; Barnell Loft, Lts., 1964.

A. Following Directions
B. Getting the Main Idea
C. Locating the Answer
D. Drawing Conclusions
E. Using the Context
F. Working with Sounds
G. Detecting the Sequence
H. Getting the Facts
(primary materials for the middle-track group)

7 Scott-Foresman Reading Systems, Levels 19-21; Scott-Foresman, 1972.

8 Spell Correctly 6; Silver-Burdett, 1971.
(supplemental materials for the middle group)

9 S.R.A. Lab IIb; Science Research Associates, 1969.

10 Wings to Adventure; Ginn, 1964.

11 Kalamazoo Gazette
(primary materials for the advanced group)

12 Reading to Learn; Harcourt, Brace & Jovanovich, 1970.

13 Reading Power; Harcourt, Brace & Jovanovich, 1970.

14 Spell Correctly 6; Silver-Burdett, 1971.
(supplemental materials for the advanced group)

15 S.R.A. Lab IIIa; Science Research Associates, 1957.

16 Doorways to Discovery; Ginn, 1956.

The Junior high student should practice and review as needed the basic skills learned in the elementary grades. In addition, he should be given a wide range of opportunities to use and refine these techniques.

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THE STUDENT SHOULD BE ABLE TO:

I. Behavioral Goals - Speaking and Listening

A. Contribute to teacher-led class discussions about experiences, issues, and events.

B. Participate in small group discussions or panel presentations.

C. Plan without close teacher-supervision in small groups for discussions, activities, or problem-solving.

D. Direct his comments in discussion to the subject at hand.

E. Listen carefully and sympathetically to the opinions of others.

F. Differentiate between emotional and intellectual arguments in a discussion.

G. Differentiate between logical and illogical points in a discussion.

H. Give facts and examples to support his opinions.

I. Be able to summarize the main points in a discussion.

J. Give directions, explanations, and announcements.

K. Conduct perceptive, in-depth interviews of fellow students.

L. Use simple rules of parliamentary procedure in participating in large-group meetings.

M. Distinguish social situations requiring standard English.

N. Use in class the standard English forms for major usages and pronunciations.

O. Cooperate with a partner or group in preparing pantomines, role-plays, dialogues, skits, or plays from various motivating sources.

P. Read poetry and plays orally with a sense of rhythm, style, and mood.

Q. Enjoy such reading by teacher, peer, or recording.

R. Observe the effects of stress, pitch, gesture, and tempo in oral reading.

S. Acquire facility in manipulation words through such word-play games as Password, $10,000 Pyramid, Charades, or similar appropriate activities.

II. Behavioral Goals - Composition

A. Write down his observations, noting especially his sensory responses.

B. Use such figurative forms as similies and metaphors in his descriptions.

C. Use vivid, accurate, specific terms in his writing.

D. Write accurate, sequential directions.

E. Write about a single issue, object, or event from more than one point of view.

F. Write about his responses to vicarious experiences, such as pictures, poetry, stories, films, and television.

G. Write about his opinions on issues of current interest.

H. Write simple short stories with a concern for a beginning, a main event, and a conclusion.

I. Write simple monologues, dialogues, and plays.

J. Participate in the writing of simple forms of poetry--haiku, tanka, cinquain, limericks, concrete, and free poetry.

K. Create non-verbal expressions of ideas (collage, media essay, etc.)

L. Participate in constructive discussions analyzing models of his peers' writing, noting problems relating to word choice, sentence structure, and paragraph development.

M. Manipulate syntactical elements through such skills-oriented activities as sentence completing, expanding, and combining.

N. Demonstrate growth in paragraphing skills in the following ways:

1. Developing a main idea with details, examples, and reason

2. Determining the most effective order

3. Using transitional words and phrases

O. Enrich his writing vocabulary by using the dictionary and thesaurus.

P. Show increased skill in planning for writing.

1. Finding information from library and/or community sources

2. Taking notes

3. Organizing ideas

4. Outlining and summarizing

Q. Write with increasing skill:

1. Addresses and letters

2. Messages and invitations

3. Reports

4. Summaries and reviews

R. Confer individually with the teacher frequently on problems in the following categories:

1. Word choice, sentence structure, paragraph development

2. Spelling, usage, punctuation, and mechanics

S. Revise and re-write some of his work on the basis of his own proofreading or teacher or peer comments.

III. Affective Goals - Speaking, Listening, Composition

A. Enjoy classroom activities involving written and oral expression.

B. Enjoy participation in such group activities as the production of newspapers, anthologies, and plays.

C. Understand the relationship of effective language skills to the attainment of personal, social, and vocational goals.

D. Realize that both the spoken and written word can be used as tools of persuasion and propaganda.

E. See writing as a normal means of communication and not a special artistic act.

F. See the relationship between thinking and writing.

G. Have a feeling for style in writing and realize that everyone potentially has a style worth developing.

H. Understand that neatness and correctness significantly clarify written expression but are not the essence of it.

I. View proofreading and re-writing as a means of making good writing excellent.

IV. Behavioral Goals - Reading and Literature

A. Read with sustained interest, independently, popular literature in a variety of genres.

B. React verbally and in written form to much of this reading.

C. Adopt different strategies for reading various materials (scanning, skimming, close analysis, etc.)

D. Attend to recordings, television, films, and artistic performances and respond in appropriate verbal and written forms.

E. Read, increasingly, appropriate selections representing our literary heritage.

F. Become familiar with the nature and function of various parts of a newspaper.

G. Verbalize aspects of form, content, and mood of the work being studied.

H. Use the dictionary to find meanings, pronunciations, and spellings of unfamiliar words from his reading.

I. Analyze simple elements of word structure (prefixes, suffixes, roots) as aid in attacking new words.

J. Locate particular selections in the library, using the card catalog when necessary.

V. Affective Goals - Reading and literature

A. Enjoy reading and other kinds of language experiences.

B. Voluntarily seek to expand his reading interests.

C. Grow more discriminating in his choice of reading material.

D. Relate the understandings gained from reading to his own life.

E. Gain insights into the human condition.

F. Use literature models as a standard for his own writing.

G. Gain in tolerance of others through the mind-opening effects of his vicarious experiences.

H. Develop a delight in the nuances of sound and meaning inherent in the language.

MATERIALS

Seventh grade:

The Roberts English Series, Harcourt, Brace, & World, 1967
Read Magazine, American Education Publication
Sound and Sense in Spelling, Harcourt, Brace, & World, 1968
Voices, Ginn, 1974
Building Better English, Row, Peterson, 1961
Assorted paperbacks for classroom library

Eighth grade:

The Roberts English Series, Harcourt, Brace, & World, 1967
Scope Magazine, Scholastic Book Services
Prose and Poetry, L. W. Singer, 1961
Forty Plus One, (paperback anthology of poetry)
Assorted paperbacks: The Outsiders, Thunderbolt House, Phoebe, and Leslie used for class discussion and reports
Films: Chaucer's England, Occurance at Owl Creek Bridge, The Red Balloon, Day Manolete Was Killed, Odyssey of a Dropout
Building Better English, Row, Peterson, 1961
Kalamazoo Gazette

CREATIVE WRITING EXPLORATORY

(Six six-week sessions per year-7th grade)

I. OBJECTIVES

A. Spontaneous writing
B. Originality and uniqueness in writing
C. Overcome fear of writing
D. Overcome fear of disapproval
E. Express emotion, feeling, thoughts

II. COURSE CONTENT

A. Input Output
(input-discussions, listening to stories, slides, etc.)
B. Writing story from beginning paragraph or sentence.
C. Pretend you are.....stories
D. Nonsense stories
E. Writing story from given title or topic
F. Cartoons

III. Culminating Weekly Activity--

(Reading of stories aloud in class-students choose one paper from week to read)

SCHOOL NEWSPAPER EXPLORATORY

(Six six-week sessions per year--eighth grade)

Objectives

1. To provide rudimentary training in journalism
2. To provide experience in cooperating in a group effort
3. To provide a motivating experience for orginal writing

Course Content

I. Preparation
   - A. Writing a newstory
     1. Pyramid theory
     2. Who, what, where, when, how
   - B. Interviewing
     1. Formulating questions
     2. Follow-up questions
     3. Oral techniques
     4. Written style
   - C. Planning a cover
     1. Theme
     2. Design

II. Culminating activity--the school paper
   - A. Contractual sign-up for responsibilities
   - B. Planning and writing of news features and stories
   - C. Practical typing experience
   - D. Planning lay-outs
   - E. Assembly and sale of school paper

HIGH SCHOOL PROGRAM DESCRIPTION GRADES NINE THROUGH TWELVE

NINTH GRADE ENGLISH CURRICULUM

TEXTBOOKS: Roberts Ling. (H-B), 1971
Values in Lit. (H-M), 1965
Guide To Mod. Eng. (S-F), 1965

The ninth graders are divided into five sections of approximately 25 students.

Generally speaking about 50% of the time is spent on literature and 50% on various aspects of grammar; both traditional and linguistics. The percentage varies with the ability of the section and their need for more of the general aspects of English.

Goals of the Curriculum

(a) Specialized Needs: an attempt at remedial work and assistance in problem areas.

(b) Multi-exposure: an attempt to provide some exposure to a variety of English areas to aid the decisions and choices needed for a specific goal.

I. Areas of Study

Library Unit (approx. 10 hrs.)

The student will become aware of the means and ways of gathering all the possible information available on a given topic. He will also become acquainted with the categories of material available for discovery once he knows how to look.

Vocabulary Unit

The student will undergo word attack skills, including use of prefixes and suffixes, vocabulary and word choice skills based upon context, structure, sound and definition. Dictionary and Thesaurus will be used and the students will create their own words based on their discovery of meaning and usage - connotation and denotation.

Short Story Unit

This unit should stress basic elements and elemental ingredients; plot, setting, theme, tone, and characterization.

This course material serves as an introduction to the various courses offered in the Modular Literature sections for the sophomore and junior years.

Resources: Possibilities, Portfolio, Inside Story, Scholastic Press

Drama Unit

Introduction and brief history of drama.

This unit stresses the importance of the play as a visual art form in which plot, style, and significance of character's roles are most important.

Novel Study--Reading for Comprehension and Appreciation

Basic unit dealing with the style and elements of the novel.

Novels used on ninth grade level;
Fail Safe
Of Mice and Men
The Human Comedy
Black Like Me
To Kill A Mockingbird
Huckleberry Finn
Great Expectations

Writing Unit

A course designed to aid the student in successfully communicating with others in writing. It will center its attention on words and word usage, vocabulary building, sentences that make sense, and writing paragraphs.

Grammar Unit

This unit places extra emphasis on areas of word usage and word agreement. Emphasis should also be placed on the common errors that are prevalent with each individual student.

II. Specific Skills

THE NINTH GRADE STUDENT SHOULD . . .

A. Library unit

1. Recognize classification numbers and topics.

2. Become familiar with the language of the library.
   a. Title card
   b. Author card
   c. Subject card
   d. Call Number

3. Be able to use reference sections.
   a. Encyclopedias
   b. Biographical reference
   c. Atlases
   d. Readers' Guide
   e. Vertical file

B. Vocabulary unit

1. Be able to differentiate between:
   a. Connotative and denotative meaning.
   b. Concrete and abstract concepts.

2. Determine usage by suffixes and prefixes.

C. Short story unit

1. Be able to recognize:
   a. Elements of the short story--setting, character, plot.
   b. Structure of the short story--exposition, rising action, climax, and conclusion.

2. Appreciate Poe's use of suspense and horror.

D. Drama unit

1. Be able to understand the mechanics of drama.

2. Appreciate the functions of the director, producer, and stage manager.

3. Understand the importance of the antagonist and protagonist.

E. Novel Study

1. Be able to understand the structure of the novel.

2. Be able to identify conflict and solution.

3. Compare and contrast the styles of different authors.

F. Writing unit

1. Be able to understand the organizational elements of composition writing.
   a. Choosing the proper subject
   b. Statement of purpose
   c. Gathering material
   d. Organization of material
   e. Composing first drafts
   f. Maintaining thesis

G. Grammar Unit

1. Be able to identify and use correctly:
   a. Noun and verb phrases.
   b. Words used in a modifier role.

2. Be able to write simple sentences.

3. Make verbs agree with their subjects.

4. Combine ideas to make complex sentences.

5. Correct common sentence errors.

TENTH GRADE ENGLISH CURRICULUM (MODULAR ARRANGEMENT)

TEXTBOOKS: Insights Into Lit. (H-M), 1968
Guide To Mod. Eng. (S-F), 1968

The tenth graders are divided into five sections of approximately 25 students.

Under the modular schedule the student changes his specific area of English study every nine weeks. The four major areas of study are: Shakespeare, Speech, Short Story, and Poetry. During each nine week module, three weeks are set aside to reemphasize the basic fundamentals of grammar and composition. Thus each student receives 12 weeks of skill-oriented instruction during the year.

The individual nine week module is valued at 1/4 credit, each standing on its own merit. A student must pass each module in order to earn one credit for the year.

Goals of the Curriculum

Multi-exposure: for the student with many questions and no specific areas of interest. This is not to be a catch-all area, but an attempt to provide some exposure to a variety of English areas to aid the decisions and choices needed for a specific goal.

I. Areas of Study

Shakespeare
A course designed to introduce Shakespeare and the intricacies involved in reading his work. Aside from giving to the student general background information usually needed for college, a primary objective will be to increase the student's interpretive skills.

Speech
Fundamentals of public and informal speaking. Emphasis on delivery and presentation to underlie content. Includes persuasive, informative, entertaining, dramatic and impromptu speaking. Various types include: persuasion exposition, and dramatic reading.

Short Story
Basic elements and development. Everyone knows that a short story is a story which is short, but what about the basic ingredients which are elemental to all short stories? Here is a basic course which will stress elements of: PLOT, SETTING, THEME, STYLE, TONE, CHARACTERIZATION. Allied aspects of SYMBOL, SATIRE, SUSPENSE, IRONY will be included.

Poetry

A presentation of poetic devices and the language of poetry in the hands of various poets. Included would be the structure of various poetic forms; e.g., ACROSTICAL and CONCRETE CINQUAIN, HAIKU, LIMERICKS, SONNETS (Eng. and Ital.), and POETRY OF MUSIC.

II. Specific Skills

THE TENTH GRADE STUDENT SHOULD . . .

A. Shakespeare unit

1. Understand the functions of:
   a. Early Shakespearean theater.
   b. Shakespearean verse.

2. Increase understanding of symbolic language.

3. Generally increase interpretive skills.

B. Speech unit

1. Participate in the following speech exercises:
   a. Exercise in enunciating clearly.
   b. Telling of a personal experience (narration).
   c. Telling how to do something (exposition).
   d. Giving a persuasive talk (persuasion).
   e. Dramatic reading.
   f. Taking part in a panel discussion.

C. Short story unit

1. Understand the more subtle aspects of the short story.
   a. Theme, style, tone, and characterization
   b. In depth study of the author's techniques, such as satire, suspense, irony

2. Develop skills of critical analysis in writing exercises.
   a. Character sketch
   b. Plot precis
   c. Personal opinion essay
   d. Argument
   e. Supporting exposition

D. Poetry

1. Be able to identify and write various poetry forms.

2. Prepare a poetry journal with the following forms of poetry: acrostical, concrete, cinquain, haiku, limerick, sonnet, poetry of music.

11th AND 12th GRADE ENGLISH
ELECTIVE MINI-COURSES (MODULAR ARRANGEMENT)

In the 12 courses offered this year, the teacher is free to develop a nine week course to meet the interest of the students selecting the class and to provide instruction which will be meaningful to them as they advance in school.

Goals of the Curriculum

(a) Specialized Needs: an attempt at remedial work and assistance in problem areas.

(b) Media/Communications: for students with special interests in communications skills.

(c) Academic: for the college or post-high school education bound.

(d) Multi-exposure: for the student with many questions and no specific areas of interest. This is not to be a catch-all area, but an attempt to provide some exposure to a variety of English areas to aid the decisions and choices needed for a specific goal.

I. Areas of Study (these may change from year to year as personnel and student needs change.)

American Short Story
A course for the interested student in short stories. Several American authors will be studied, their style and attitude will be explored, and authors will be compared. Various literary periods will be studied. Course will be based on a selected list of authors, but will allow for an individual to read an expanded list of selections at his option.

Sports Literature
In depth study of sports in literature
(a) History and development of sports.

(b) Biographies and autobiographies of sports figures.

(c) Oral reports on current events in the sports world.

Reading Plays
This course will be dealing with the reading of plays. It is designed to deal with not plot and style, but rather the importance and significance of the characters' roles in each play. It is a reading and discussion course. It teaches the student to recognize the importance and role of the individual character in the development of a play.

Biography and Autobiography
The student will examine different types of autobiography and biography. Both a literary and historical eye can be cast to determine the usefulness of this genre to the individual.

Creative Writing
The student who wishes to express himself creatively--to develop a style all his own--will be given exercises to help him find ideas, discover an audience, and add details to his writing.

Mark Twain
This course is for the true enthusiast of Mark Twain. There will be detailed analysis of some selections; however, the general order of the course will be a massive encounter with many of his works. Critical analysis by small groups will be exercised for total group appreciation and discussion.

Communications
The student will look at the main avenues of communication today; the medium and the message it transmits will be examined. (The student will demonstrate his ability to critically evaluate that which he is exposed to.) Newspaper, Radio, Magazine, Television - How they differ and compare; their impact and importance, as well as danger.

Mythology
Much has come to us from the Grecian and Roman myths; however, mythology has sources within many ethnic groups. We will see the myth used by primitive man to explain why he came to be, how the world was created, and the powers of nature. Further, the myth as a source of entertainment for man watching the gods at work and play will be explored. The myth will be looked at as man's first religion, science, and literature.

Mystery and Science Fiction
For those interested in science fiction, nine weeks spent reading authors such as Vogt, Welles, Asimov, Silverburg, and Heinlein.

English Work Shop
A course designed for the student who feels that he needs extra reinforcement in the area of word usage and word agreement. There will be emphasis on the common errors that are prevalent with each individual.

Independent Reading
A course of study determined cooperatively by student and teacher.

Introduction to the Novel
Basic course dealing with the style and elements of the novel. Various types include: American, historical, Gothic, black, and romantic.

OTHER ENGLISH COURSES

American Literature

American Literature is a survey course for juniors and seniors in which the most renown American authors, beginning with those of the Colonial era in American history, are studied. These authors and the literary periods they represent are discussed as to style, subject matter, purpose, and technique. Through this rather intensive study of the literary past and present of our country, students are better able to appreciate some of the issues which have confronted the American people and their reactions to them as seen through the minds of the poets and prose writers of the times. An additional objective of the course is to gain an understanding and consequent appreciation and enjoyment of the literary art.

College English

College English class is designed to prepare college-bound students for the various writing assignments they may encounter in future classes. A comprehensive study is made of the four forms of discourse, exposition, description, persuasion, and narration, with particular emphasis placed on exposition; the practical writing assignments center around these forms. The study of self and personality in relation to humanity is made, and a study of values test is self-administered and self-evaluated. Other units studied are the organizational qualities of writing concerning tone and style, diction, sentence structure and paragraph unity, an intensive review of the mechanics of composition and a study of developing reading and writing skills and techniques. A research paper is required.

GENERAL COURSES RELATED TO ENGLISH

Journalism

Journalism is designed for those juniors and seniors interested in learning to identify and write the different types of newspaper stories. A study is also made of the history or journalism in America, the techniques of copyreading, makeup, headline writing, and other principles involved in producing a newspaper. Journalism students have an opportunity to become members of the school newspaper staff.

Yearbook

It is suggested that the student have a background of some other journalism class, though this is by no means required. Each student will have a specific staff position and section of the yearbook for which he is responsible. Students will be responsible to the yearbook editor and advisor.